

Spinney Pre-School Parental Involvement Policy



Statement of Intent

We believe that children benefit for Early Years Education and care when Parents and the Setting work together in partnership.

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Some parents are less well represented in Early Years settings; these include mothers, fathers, parents who live apart from their children but who still play a part in their lives and Grandparents as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'Parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster and adoptive parents.

'Parental responsibility' is all the rights, duties, powers and responsibilities and authority, which by law a parent of a child has in relation to the child and his property.'

Method

In order to fulfil these aims we:

- Are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families
- Inform all parents about how the setting is run and its policies through access to written information, these policies can also be found on the Pre Schools website and through regular informal communication. We check to ensure parents understand the information that is given to them
- Encourage and support Parent/Carers to play an active part in the governance and management of the setting
- Inform all parents on a regular basis about their children's progress
- We have a closed group Facebook page that we regularly put pictures of the children on, so you can see what happens during the sessions. We also put information on and encourage parents to contribute child's achievements, e.g. weddings, days out etc. for all to see.
- Involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records
- Provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting (newsletter invites parents in during a session)
- Provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language
- Hold meetings in venues that are accessible and appropriate for all. E.g. the Pre School building itself.
- Welcome the contributions of parents, in whatever form these may take
- Inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure
- Provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home
- Make parents/carers aware of our Keyperson system and the colour groups. Parent/Carers will be informed which adult and colour group their child will be in and their Backup Keyperson.
- Ask Parents/Carers to arrive and collect their child at the appointed times

This Policy was adopted at a meeting of the Pre-School held on (date)_____

Signed on behalf of the Pre-School_____